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ABSTRACT

This report presents the results of the International Studies Survey of state-supported and independent institutions of higher education in Virginia designed to establish the state of international studies programs, and explore related issues among the various colleges and universities in Virginia. A secondary goal was to make this information available to the concerned institutions in published form. The survey consisted of seven parts: (1) Background Information, (2) International Studies Curricular Offerings, (3) Faculty Involvement in International Curricular Requirements, (4) Student Involvement in International Studies, (5) Curricular Requirements, (6) Organization and Collaborative Networks, (7) Funding. Copies of the survey were sent to 81 sites, of which 73 replied for a response rate of 90%. The results are presented in tabular form with commentary provided in a separate section. The various institutions are broken down into five types and the conclusions drawn from the data are expressed as they apply to each type. A copy of the survey is appended. (GLR)

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International Studies Survey:

Report of Results for State-supported & Independent Institutions of Higher Education in the Commonwealth of Virginia

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Newport News, Virginia 23606

June 8, 1990

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INTRODUCTION

The purpose of this report is to publish the results of the International Studies Survey of state-supported and independent institutions of higher education in Virginia.[1] This survey was commissioned by the General Professional Advisory Committee and the State Council of Higher Education for Virginia (SCHEV) in the summer of 1989. Christopher Newport College was chosen to spearhead this effort. The goal from the outset was to establish the state of international studies programs and explore related issues among the various colleges and universities in Virginia. A secondary goal was to publish the results to the end that the institutions of higher education in the state might benefit from having the information made available to them.

THE SURVEY

The survey designed to accomplish these goals was prepared by Dr. Dennis R. Ridley (Christopher Newport College) in consultation with several experienced professionals who are actively involved in international studies.[2]

The survey represents a faithful effort to render these suggestions into a practical format which could be administered alike to all higher education institutions in Virginia. While a few recipients expressed that parts of the instrument were difficult to complete, particularly by large comprehensive universities, the return rate (discussed below) suggests the task was reasonable. The survey also was designed to be probing, but not meddlesome; for example it does not ask about actual dollars invested in international studies but rather the percentages by source of funding.

A copy of the survey is included with this report (Appendix A). It consists of seven parts: I. Background Information; II. International Studies Curricular Offerings; III. Faculty Involvement in International Studies; IV. Student Involvement in International Studies; V. Curricular Requirements; VI. Organization and Collaborative Networks; and VII. Funding. The results to follow will be presented sequentially in the order found in the survey. In addition, a final section will deal with the synthesis of findings across these seven parts.

SURVEY ADMINISTRATION AND RESPONSE

Copies of the survey were mailed to the presidents or chief executive officers of the selected institutions on August 11, 1989 with

a requested response date of September 7, 1989. A second mailing was sent on September 11, 1989 to the recipients who had not yet responded.

Surveys were sent to a total of 81 sites, including 80 institutions and 1 system (community college) office. The institutions to which surveys were sent are those listed in FACT BOOK 1988-89: Higher Education in Virginia, published by SCHEV. Valid usable surveys were received from 67, all but three in time for analysis. Another 5 responses were received in the form of phone calls, letters or surveys that could not be tallied due to the nature of their responses. In addition, a response was received from the Virginia Community College System central office. Thus, a response rate of 73 out of 81, or 90 percent, was achieved.

PRESENTATION OF RESULTS

In view of the outstanding response rate, the results can be presented with a high degree of confidence that they reflect the current situation in international studies within Virginia higher education. There can be no question of representativeness where such a high rate of response is concerned. Indeed, inferential statistics, used to extrapolate from a sample to its universe, are entirely obviated. Instead, a straightforward and easy-to-follow descriptive approach can be taken.

The manner of presentation of results is for the most part tabular, with commentary reserved until the section following the results. As explained below, the institutions were divided into five types for presenting most of the findings. One needs to bear in mind, however, that any one mode of categorization is nearly always confounded with other distinctions that might be made, for example, the public-private distinction. A comparison between public and private institutions, although permitted by the survey, would be misleading since, for example, nearly all the Type 1 and Type 4 institutions (see below) are public, Type 5 are private, and the other two are mixed (see Section I-D under Results). While the mode of presentation chosen presents challenges for interpretation, the distinctions embodied in this typology are well-understood. Other differences between these institution types, such as public vs. private, come as no surprise and should be fairly easy to keep in view.

INSTITUTIONAL PROGRAM OVERVIEW

INSTITUTION	DEGREE PROGRAMS
AVERETT C	NO DEGREE PROGRAM
BLUE RIDGE CC	NO DEGREE PROGRAM
BLUEFIELD C	NO DEGREE PROGRAM
BRIDGEWATER C	INTERNATIONAL STUDIES
CENTRAL VA CC	NO DEGREE PROGRAM
CHRISTOPHER NEWPORT C	INTERNATIONAL CULTURE AND COMMERCE
	JAPANESE STUDIES
	LATIN AMERICAN STUDIES
CLINCH VALLEY C	NO DEGREE PROGRAM
COL OF WILLIAM & MARY	INTERNATIONAL RELATIONS
	EAST ASIA STUDIES
	RUSSIAN/SOVIET STUDIES
	LATIN AMERICAN STUDIES
COM HOS ROANOKE VALLEY C	NO DEGREE PROGRAM
COMMONWEALTH C	NO USABLE RESPONSE
DABNEY S LANCASTER CC	NO DEGREE PROGRAM
DANVILLE CC	NO DEGREE PROGRAM
EASTERN MENNONITE C	NO DEGREE PROGRAM
EASTERN SHORE CC	NO DEGREE PROGRAM
EASTERN VA MED SCHOOL	NO DEGREE PROGRAM
EMORY & HENRY C	NO DEGREE PROGRAM
FERRUM C	INTERNATIONAL STUDIES
GEORGE MASON UNIVERSITY	INTERNATIONAL AFFAIRS
	INTERNATIONAL MANAGEMENT
GERMANNA CC	NO DEGREE PROGRAM
HAMPDEN-SYDNEY C	NO DEGREE PROGRAM
HOLLINS C	NO DEGREE PROGRAM
INST OF TEXTILE TECH	NO DEGREE PROGRAM
JAMES MADISON UNIVERSITY	INTERNATIONAL AFFAIRS
	INTERNATIONAL BUSINESS
JOHN TYLER CC	NO DEGREE PROGRAM
J SARGEANT REYNOLDS CC	NO DEGREE PROGRAM
LIBERTY UNIVERSITY	NO DEGREE PROGRAM
LONGWOOD C	NO DEGREE PROGRAM
LORD FAIRFAX CC	NO DEGREE PROGRAM
LYNCHBURG C	INTERNATIONAL RELATIONS
MARY BALDWIN C	INTERNATIONAL RELATIONS
MARY WASHINGTON C	INTERNATIONAL AFFAIRS
MARYMOUNT UNIVERSITY	NO DEGREE PROGRAM
MOUNTAIN EMPIRE CC	NO DEGREE PROGRAM
NEW RIVER CC	NO DEGREE PROGRAM
NORFOLK ST UNIVERSITY	NO DEGREE PROGRAM
NORTHERN VA CC	NO USABLE RESPONSE
NOR VA LAW SCHOOL	NO USABLE RESPONSE

NOTRE DAME PONT CATECH	NO DEGREE PROGRAM
OLD DOMINION UNIVERSITY	INTERNATIONAL STUDIES
PATRICK HENRY CC	NO DEGREE PROGRAM
PAUL D CAMP CC	NO USABLE RESPONSE
PIEDMONT VA CC	NO DEGREE PROGRAM
PRESBYTERIAN SCH OF CHRIST	NO DEGREE PROGRAM
PROT EPIS THEO SEMINARY	NO USABLE RESPONSE
RADFORD UNIVERSITY	NO DEGREE PROGRAM
RANDOLPH-MACON WOMEN'S C	INTERNATIONAL RELATIONS
RAPPAHANNOCK CC	NO DEGREE PROGRAM
REGENT UNIVERSITY	NO DEGREE PROGRAM
RICHARD BLAND C	NO DEGREE PROGRAM
ROANOKE C	INTERNATIONAL RELATIONS
	BRITISH STUDIES
SHENANDOAH C & CONS MUSIC	INTERNATIONAL BUSINESS CONCENTRATION
	WORLD TRADE CENTER PROGRAM
SOUTHERN SEMINARY C	NO DEGREE PROGRAM
SOUTHSIDE VA CC	NO DEGREE PROGRAM
SOUTHWEST VA CC	NO DEGREE PROGRAM
SWEET BRIAR C	INTERNATIONAL AFFAIRS
THOMAS NELSON CC	NO DEGREE PROGRAM
TIDEWATER CC	NO DEGREE PROGRAM
UNION THEO SEMINARY VA	NO DEGREE PROGRAM
UNIVERSITY OF RICHMOND	INTERNATIONAL STUDIES
UNIVERSITY OF VIRGINIA	ASIAN STUDIES
	INTERNATIONAL RELATIONS
	GOVERNMENT AND FOREIGN AFFAIRS
	INTERNATIONAL EDUCATION
	INTERNATIONAL LAW
	BUDDHIST/ASIAN STUDIES
VIRGINIA COLLEGE	NO DEGREE PROGRAM
VA COMMONWEALTH UNIVERSITY	NO DEGREE PROGRAM
VA HIGHLANDS CC	NO DEGREE PROGRAM
VA INTERMONT C	NO DEGREE PROGRAM
VA MILITARY INST	INTERNATIONAL STUDIES
VA POLY INS ST UNIVERSITY	INTERNATIONAL STUDIES
VA STATE UNIVERSITY	INTERNATIONAL STUDIES
VA UNION UNIVERSITY	NO DEGREE PROGRAM
VA WESLEYAN C	INTERNATIONAL STUDIES
VA WESTERN CC	NO DEGREE PROGRAM
WASHINGTON & LEE UNIV	NO DEGREE PROGRAM
WYTHEVILLE CC	NO DEGREE PROGRAM

I. Background Information

The following breakdowns describe the responding institutions in terms of the background items on the survey. Most of these presentations depend on the definition of "institutional type" which is implicit in the survey; therefore these definitions will be stated at

the outset. They are the following:

Type 1: Four year plus many graduate programs.
Type 2: Four year plus some graduate programs.
Type 3: Strictly four year.
Type 4: Strictly two year.
Type 5: Graduate (post-4-year) only.

The self-reported distinction between Type 1 and 2--"many" versus "some" graduate programs--was validated by determining the actual numbers of graduate programs in the two groups. The dividing point between the two groups was set at 15 graduate programs. On this basis, two schools which categorized themselves as Type 2 were switched to Type 1 in order to assure better homogeneity and consistency.

A. Institutional Type

NUMBERS OF RESPONDENTS BY TYPE

4 YR + MANY GRAD PROGRAMS	10
4 YR + FEW GRAD PROGRAMS	12
4 YR + NO GRAD PROGRAMS	16
2 YR ONLY	27
GRAD OR PROF PROGRAMS ONLY	7
TOTAL	72 *

* The response from the Virginia Community College System office was not tallied in the results but was referred to as a corroborative evidence for Type 4 institutions.

B. Liberal arts and pre-professional studies versus strictly liberal arts: All institutions but 3 which marked either of these choices selected the first, "liberal arts and pre-professional studies."

C. Mostly traditional student population (18-22 year old) versus mostly non-traditional student population.

PERCENT TRADITIONAL (OF THOSE RESPONDING)

4 YR + MANY GRAD PROGRAMS	100.0
4 YR + FEW GRAD PROGRAMS	83.3
4 YR + NO GRAD PROGRAMS	86.7
2 YR ONLY	16.0
GRAD OR PROF PROGRAMS ONLY	N/A
TOTAL	58.7

D. Control Type (by Institution Type)

	TYPE OF CONTROL:		
	PUBLIC	PRIVATE- NOT CHRCH RELATED	PRIVATE- CHURCH RELATED
4 YR + MANY GRAD PROGRAMS	9	0	1
4 YR + FEW GRAD PROGRAMS	3	4	5
4 YR + NO GRAD PROGRAMS	3	3	10
2 YR ONLY	25	2	0
GRAD OR PROF PROGRAMS ONLY	0	4	3
TOTAL	40	13	19

E. Enrollments (Mean FTE)

	UNDER-GRAD	GRAD
4 YR + MANY GRAD PROGRAMS	7873.6	2047.2
4 YR + FEW GRAD PROGRAMS	2518.2	324.7
4 YR + NO GRAD PROGRAMS	1018.0	N/A
2 YR ONLY	2581.7	N/A
GRAD OR PROF PROGRAMS ONLY	N/A	234.0
TOTAL	2953.3	847.3

F. Percent International Students

	UNDER-GRAD	GRAD
4 YR + MANY GRAD PROGRAMS	1.5	8.9
4 YR + FEW GRAD PROGRAMS	1.6	0.8
4 YR + NO GRAD PROGRAMS	1.6	N/A
2 YR ONLY	0.6	N/A
GRAD OR PROF PROGRAMS ONLY	N/A	4.5
TOTAL	1.2	7.3

G. Faculty Citizens of another country (Percent and Mean)

	PERCENT	MEAN
4 YR + MANY GRAD PROGRAMS	4.2	28.9
4 YR + FEW GRAD PROGRAMS	2.6	4.6
4 YR + NO GRAD PROGRAMS	1.5	1.0
2 YR ONLY	0.5	0.5
GRAD OR PROF PROGRAMS ONLY	14.8	4.0
TOTAL	3.1	0.6

H. Faculty visiting from abroad (Percent and Mean)

	PERCENT	MEAN
4 YR + MANY GRAD PROGRAMS	1.1	7.3
4 YR + FEW GRAD PROGRAMS	0.3	0.6
4 YR + NO GRAD PROGRAMS	0.6	0.4
2 YR ONLY	0.4	0.4
GRAD OR PROF PROGRAMS ONLY	2.2	0.6
ALL INSTITUTIONS	0.8	0.1

II. International Studies Curricular Offerings

A. Institutions offering a degree, baccalaureate or higher, in international studies (Percent)

	OFFERING	PLANNING TO OFFER	TOTAL
4 YR + MANY GRAD PROGRAMS	77.8	22.2	100.0
4 YR + FEW GRAD PROGRAMS	33.3	33.3	66.7
4 YR + NO GRAD PROGRAMS	60.0	13.3	73.3
2 YR ONLY	--	--	--
GRAD OR PROF PROGRAMS ONLY	--	14.3	14.3
ALL INSTITUTIONS	28.6	12.9	41.5

B. Degree programs listed, excluding language related programs (no., mean, and degrees listed)

	NO.	MEAN	DEGREES LISTED
4 YR + MANY GRAD PROGRAMS	12	1.3	BA - 8, BBA - 1, MPA-1, MA-1, UNK-1
4 YR + FEW GRAD PROGRAMS	3	0.3	BA - 2, BBA - 1
4 YR + NO GRAD PROGRAMS	11	0.9	BA - 10, BS - 1
2 YR ONLY	0	0.0	--
GRAD OR PROF PROGRAMS ONLY	0	0.0	--
ALL INSTITUTIONS	26	0.4	

C. Approximate degree program titles:

BRITISH STUDIES	1
EAST ASIAN STUDIES	1
INTERNATIONAL AFFAIRS	4
INTERNATIONAL BUSINESS	2
INTERNATIONAL CULTURE AND COMMERCE	1
INTERNATIONAL MANAGEMENT	1
INTERNATIONAL RELATIONS	5
INTERNATIONAL STUDIES	8
LATIN AMERICAN STUDIES	2
RUSSIAN/SOVIET STUDIES	1

D. Geographical area studies (no. programs and means)

	NO.	MEAN
4 YR + MANY GRAD PROGRAMS	27	3.0
4 YR + FEW GRAD PROGRAMS	5	0.4
4 YR + NO GRAD PROGRAMS	22	1.5
2 YR ONLY	2	0.1
GRAD OR PROF PROGRAMS ONLY	0	0.0
ALL INSTITUTIONS	56	0.8

E. Geographical area studies listed

AFRICA	2
ASIA	9
BAHAMAS	1
BRITISH	1
CHINA	2
EUROPE	7
FRENCH	1
GERMAN	2
INDIA	1
JAPANESE	1
LATIN AMERICA	12
MIDDLE EAST	3
RUSSIAN/SOVIET/E. EUROPE	9
THIRD WORLD	1
UNSPECIFIED	1

F. Non-degree programs (no. and means)

	NO.	MEAN
4 YR + MANY GRAD PROGRAMS	18	2.0
4 YR + FEW GRAD PROGRAMS	10	0.8
4 YR + NO GRAD PROGRAMS	13	0.9
2 YR ONLY	5	0.2
GRAD OR PROF PROGRAMS ONLY	1	0.1
ALL INSTITUTIONS	46	0.7

III. Faculty Involvement in International Studies

A. Faculty involved in international studies on full- or part-time basis (mean)

	FULL-TIME	PART-TIME
4 YR + MANY GRAD PROGRAMS	11.1	20.1
4 YR + FEW GRAD PROGRAMS	3.1	1.1
4 YR + NO GRAD PROGRAMS	3.5	3.5
2 YR ONLY	0.0	0.6
GRAD OR PROF PROGRAMS ONLY	0.6	1.3
ALL INSTITUTIONS	2.7	3.8

B. Percent of Faculty involved by type of activity

	FACULTY ACTIVITIES (TOP FOUR)
4 YR + MANY GRAD PROGRAMS	Conference participation (3.7) Instruction (2.3) Faculty travel (1.9) Curriculum development (1.2)
4 YR + FEW GRAD PROGRAMS	Instruction (2.5) Student advising (1.4) Conference participation (1.0) Administration (0.8)
4 YR + NO GRAD PROGRAMS	Instruction (6.2) Faculty travel (4.2) Curriculum development (4.1) Student advising (3.6)
2 YR ONLY	Planning (1.7) Instruction (1.5) Curriculum development (1.4) Conference participation (0.9)
GRAD OR PROF PROGRAMS ONLY	Instruction (4.4) Curriculum development (3.0) Conference participation (2.2) Faculty sponsorship (2.2) Student advising 2.2)

IV. Student Involvement in International Studies

A. Student FTE and degrees earned (88-89) in programs offering degrees in international studies, excluding language programs (means)

	FTE	DEGREES EARNED
4 YR + MANY GRAD PROGRAMS	70.6	18.3
4 YR + FEW GRAD PROGRAMS	2.6	2.5
4 YR + NO GRAD PROGRAMS	7.5	2.5
2 YR ONLY	N/A	N/A
GRAD OR PROF PROGRAMS ONLY	N/A	N/A
ALL INSTITUTIONS	11.1	3.3

B. Cooperative programs with another institution in a foreign country, 1988-89 (percent of institutions with such offerings, mean no. offered, and mean number of students)

	PERCENT	MEAN NO. OFFERED	NO. OF STUDENTS
4 YR + MANY GRAD PROGRAMS	88.9	3.6	23.1
4 YR + FEW GRAD PROGRAMS	66.7	1.7	6.5
4 YR + NO GRAD PROGRAMS	60.0	1.7	11.3
2 YR ONLY	14.8	0.3	1.5
GRAD OR PROF PROGRAMS ONLY	28.6	1.1	6.0
ALL INSTITUTIONS	44.3	1.3	7.0

C. Cooperative programs listed by country

COUNTRY:	NO. PROGS.	COUNTRY:	NO. PROGS.
AUSTRALIA	2	IRELAND	1
AUSTRIA	5	ISRAEL	2
BRAZIL	1	ITALY	5
CANADA	1	JAPAN	8
CHINA	3	KENYA	1
CHINA/JAPAN	1	KOREA	4
COLOMBIA	1	MARTINIQUE	1
DENMARK	1	MEXICO	1
ENGLAND (G.BRIT., WALES, U.K.)	18	MEXICO/COSTA RICA	1
FRANCE	9	NORWAY	1
GAMBIA	1	SCOTLAND	3
GERMANY (W.GERM.)	7	SOVIET UNION	2
GHANA	1	SPAIN	7
HONG KONG	1	SWEDEN	1
INDIA	1	UN	1
		VENEZUELA	1

D. Extra-curricular programs (percent of institutions involved in some form, and mean no. of programs)

	PERCENT	MEAN
4 YR + MANY GRAD PROGRAMS	100.0	2.4
4 YR + FEW GRAD PROGRAMS	66.7	1.0
4 YR + NO GRAD PROGRAMS	53.3	1.1
2 YR ONLY	14.8	0.2
GRAD OR PROF PROGRAMS ONLY	0.0	0.0
ALL INSTITUTIONS	41.4	0.8

V. Curricular Requirements

A. Non-western component in undergraduate curriculum (percent of institutions having)

	PERCENT
4 YR + MANY GRAD PROGRAMS	44.4
4 YR + FEW GRAD PROGRAMS	0.0
4 YR + NO GRAD PROGRAMS	33.3
2 YR ONLY	0.0
GRAD OR PROF PROGRAMS ONLY	0.0
ALL INSTITUTIONS	12.9

B. Foreign language requirement for baccalaureate-level degree

	PERCENT
4 YR + MANY GRAD PROGRAMS	100.0
4 YR + FEW GRAD PROGRAMS	75.0
4 YR + NO GRAD PROGRAMS	86.7
2 YR ONLY	N/A
GRAD OR PROF PROGRAMS ONLY	N/A
ALL INSTITUTIONS	86.1

VI. Organization and Collaborative Networks

A. International studies program described (percents)

	L-L*	S-S*	NO RESP. OR N/A	OTHER
4 YR + MANY GRAD PROGRAMS	55.6	11.1	11.1	22.2
4 YR + FEW GRAD PROGRAMS	41.7	16.7	41.7	0.0
4 YR + NO GRAD PROGRAMS	60.0	0.0	26.7	13.3
2 YR ONLY	14.8	0.0	81.5	3.7
GRAD OR PROF PROGRAMS ONLY	14.3	0.0	85.7	0.0
ALL INSTITUTIONS	34.3	4.3	54.3	7.1

* L-L = Loosely-linked collection of courses and professors
* S-S = Self-standing organizational units

B. Percent of institutions involved with organizations for promotion of international studies

	PERCENT
4 YR + MANY GRAD PROGRAMS	77.8
4 YR + FEW GRAD PROGRAMS	33.3
4 YR + NO GRAD PROGRAMS	40.0
2 YR ONLY	22.2
GRAD OR PROF PROGRAMS ONLY	0.0
ALL INSTITUTIONS	24.3

VII. Funding: Mean percent of the institution's total funding for international studies-related programs derived from each source.

SOURCE OF FUNDING	4 YR + MANY	4 YR + FEW	4 YR ONLY	2 YR ONLY	GRAD/ PROF
Regular Public	46.0	49.0	2.0	37.5	N/A
Special Public	2.3	0.0	12.5	0.0	N/A
Regular Private	16.2	36.0	55.2	0.0	N/A
Federal Grant	3.9	4.0	0.4	0.0	N/A
Private Foundation	2.3	0.0	0.5	0.0	N/A
Designated Gift or Endowment	1.1	0.4	12.1	12.5	N/A
Local Support	9.2	0.0	0.0	0.0	N/A
Other	0.0	0.0	0.0	0.0	N/A

CONCLUSIONS

The following conclusions appear supported by the data. The following code for institution type is used below:

Type 1: Four year plus 15 or more graduate programs.
Type 2: Four year plus less than 15 graduate programs.
Type 3: Strictly four year
Type 4: Strictly two year
Type 5: Graduate or professional only

1. At Type 1 institutions an "international climate", to the extent such exists, is fostered by the presence of more international students, in absolute numbers, than are found anywhere else in Virginia higher education. However, as a percent of the student population, the international students are no more prevalent among undergraduates than in Type 2 or 3 institutions. These schools are, however, able to attract many more international graduate students perhaps due to the diversity of their programs, international involvements of faculty, and other factors.

2. Similarly, Type 1 institutions also are able to attract more scholars who are citizens of a foreign country to their campuses, both as visiting faculty and as faculty with regular appointments.

3. Higher levels of involvement in international studies, and more varied involvement, of Type 1 institutions than other types is indicated by a number of points of data. One hundred percent of Type 1 institutions either are actually offering or planning to offer a degree in international studies (baccalaureate or higher). Type 3 institutions (strictly four-year) also are high in actual involvement with 60 percent indicating that they currently offer degrees.

4. Curricular offerings reveal more varied involvement of Type 1 institutions. Type 3 is close behind in mean number of degree programs. Essentially the same result is repeated for geographical area studies. Non-degree programs find Type 2 and 3 institutions about even in the mean number of programs which are about half that of Type 1 institutions.

5. It should be stressed that a distinctly different pattern of results would have emerged if analyses of involvement on a <u>per capita</u> basis (e.g., per FTE student) had been presented. Type 3 institutions, with less than one-half the mean undergraduate enrollment of Type 2 and only about one-eighth of Type 1 (see Table I-E), are far out front, on the average, in terms of the above variables.

6. Faculty involvement on both a full- and part-time basis is much greater in Type 1 institutions (see Table III-A). Types 3 and 2 are

next in that order. The kinds of involvement (Table III-B) also are quite distinctive by institution type. In general, Type 1 faculty are involved in research and travel related to international studies proportionately more than many institutions. (The high rate for conference participation, however, is spuriously inflated by one university.) Overall, the highest involvements are in instruction and curriculum development. The percentages are generally higher in Type 3 institutions because the number of faculty is less.

7. The summary of student involvement closely parallels the above, with greater involvement of Type 1 students in degree, cooperative, and extra-curricular programs. Types 2 and 3 are next in line.

8. Results tabulated thus far relative to curricular requirements are limited to the two quantifiable questions on the survey concerning a non-Western component and a foreign language requirement. Again, Types 1, 3 and 2 come out with highest percentages in that order.

9. The greatest number of degree programs can be described as a "loosely-linked collection of courses and professors" rather than as a self-standing organizational unit. However, many institutions failed to respond or checked "other".

10. Type 1 institutions, followed by 3 and 2, are involved with organizations for the promotion of international studies to the heaviest degree.

11. Type 4 (2-year only) and Type 5 (graduate only) have international studies involvements to only a minor extent as these are perhaps at best tangential, or perceived as such, to their missions. Also the pitch of the survey in general was toward institutions which have undergraduates and offer baccalaureate (or higher) degrees.

12. The table on sources of funding suggests that "regular" sources of support account for most international studies program-related activity across institution type, whether that source is public or private. Local support does not enter in except as regards Type 1 institutions.

FURTHER INVESTIGATION

In December 1989, a SCHEV Working Committee on International Studies (Dr. Dennis R. Ridley, Christopher Newport College, Chair; Dr. John Broderick, Old Dominion University, Vice-Chair) was constituted to conduct a second investigation. This effort was designed primarily to obtain detailed narratives from each institution of higher learning in Virginia with respect to their international education activities. A draft publication based on these efforts has been prepared under the title "International Programs and Services at Virginia Colleges and Universities." This publication contains, in addition to narratives from the majority of colleges and universities in Virginia, several tables based on the fall survey which is reported here. In addition, lists of resource persons, organizations, and publications are included.

Subject to review by the General Professional Advisory Council, which is ongoing at this writing, and subsequent revisions, this document is due to be published later this year (1990) for limited distribution in Virginia under the auspices of the State Council of Higher Education in Virginia (SCHEV). The address of SCHEV is 9th Floor, James Monroe Building, 101 North 14th Street, Richmond, VA 23219.

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INTERNATIONAL STUDIES SURVEY

of
State-supported & Independent
Institutions of Higher Education
in the Commonwealth of Virginia

Fall, 1989

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Title of person filling out this form: _____ Telephone: _____
Area + Number

If you would like a copy of the results of this survey, please give your exact mailing address here:

BACKGROUND INFORMATION

Which of the following describe your institution? (Check all that apply):

_____ Four year plus many graduate programs
_____ Four year plus some graduate programs
_____ Strictly four year
_____ Liberal arts and pre-professional studies
_____ Strictly liberal arts studies
_____ Mostly traditional student population (18-22 year old)
_____ Mostly non-traditional student population
_____ Public
_____ Private, not church-related
_____ Private, church-related

What were your most recent (annualized FTE) enrollments?

_____ Undergraduate _____ Graduate

Approximately what percent of the above were international students?

_____ Undergraduate _____ Graduate

How many instructional faculty do you currently have? _____

How many of your instructional faculty are citizens of another country? _____

How many visiting faculty from abroad (if any) were hosted by your institution during 1988-89? _____

INTERNATIONAL STUDIES CURRICULAR OFFERINGS

1. Does your institution offer a degree program(s) (baccalaureate or higher) in international studies?

_____ Yes _____ No

2. If no, are any such offering(s) currently proposed or in the planning stages?

_____ Yes _____ No

3. If your answer to question 1 was yes, list the name(s) of each program, the year established, the degree objective, and level (undergrad./grad.):

Program Name (or brief description):	Year Estab.	Degree:	Level (check one) Undergrad.:	Graduate:

(Please list other degree programs on a separate sheet.)

4. What specific geographical area studies do you offer (if any)? If any are the degree programs listed above, please state.

Program Name (or brief description):	Areas:

(List others on a separate sheet.)

5. If you have any non-degree programs related to international studies, please list them here:

Program Name (or brief description):

_____

_____

_____

(List others on a separate sheet.)

FACULTY INVOLVEMENT IN INTERNATIONAL STUDIES

6. How many instructional faculty members contributed in a significant way (instruction, curriculum development, program administration, inter-institutional liaison, grant project director, etc.) in each program listed in 3 or 5? Give the approximate numbers involved during 1988-89.

Program Name (or brief description):	No. on Full-Time Basis	No. on Part-Time Basis

(List others on a separate sheet.)

7. In the spaces below give the approximate numbers of faculty who have contributed (directly or supportively) to your international studies program(s) in any of the following ways (add others, if any, in the spaces provided):

_____ Administration	_____ International liaison
_____ Conference participation	_____ Inter-institutional liaison
_____ Curriculum development	_____ Model U.N. or O.A.S. competitions
_____ Extension services	_____ Planning
_____ Faculty research	_____ Program evaluation
_____ Faculty sponsorship (e.g., clubs, social fraternities, etc.)	_____ Publicity
	_____ Publishing
_____ Faculty travel	_____ Student advising/counseling
_____ Grant project director	_____ Other (name) _____
_____ Grants development	_____ Other (name) _____
_____ Instruction	_____ Other (name) _____

STUDENT INVOLVEMENT IN INTERNATIONAL STUDIES

8. Enrollment and degrees: How many students (full-time equivalent) were enrolled in each degree program during fall, 1988? How many degrees were earned under each program during 1988-89?

Program Name (or brief description):	FTE students Fall, 1988	Degrees earned 1988-89
_____	_____	_____
_____	_____	_____
_____	_____	_____

(List others on a separate sheet.)

9. Did your institution participate in any cooperative program(s) (study abroad or other) with an institution or institutions in a foreign country during 1988-89?

_____ Yes _____ No

10. If yes, list the countries, the year the cooperative program(s) began, and the number of students involved during 1988-89.

Countries:	estab.	1988-89
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(List others on a separate sheet.)

11. Please list and describe briefly any extra-curricular programs related to international studies (e.g., international students' social fraternities):

_____

_____

CURRICULAR REQUIREMENTS

12. Do you have a required non-Western component in your undergraduate curriculum?

_____ Yes _____ No

13. If yes, briefly describe the requirements (no. of credits, types of courses):

_____

_____

14. If yes, approximately how many instructional faculty teach a course or courses as part of your non-Western requirement: ____

15. Do you have a foreign language requirement for any of your baccalaureate-level degrees?

_____ Yes _____ No

16. If yes, please describe briefly (no. of credits required for specific degrees, etc.):

_____

_____

17. Course requirements for degree programs listed in no. 3: Please send a copy of your catalog and list relevant pages below.

Program Name (or brief description):	Catalog pages:
_____	_____
_____	_____
_____	_____

(List others on a separate sheet.)

ORGANIZATION AND COLLABORATIVE NETWORKS

18. Would you describe the organization of your international studies program(s) as mostly (check one):

_____ a. Loosely linked collections of courses and professors from different disciplines

_____ b. Self-standing organizational unit(s)

_____ c. Other (describe) _____

_____

19. Consortial or other collaborative arrangements between your institution and others which are not already covered by no. 10:

_____

_____

_____

20. Is your institution involved with the Council of International Education Exchange or other national organization for the promotion of international studies?

_____ Yes _____ No

FUNDING

21. For the fiscal year just ended (1988-89), what were the approximate percentages of total funding for international studies-related programs (degree programs, non-degree programs, and directly relevant extra-curricular activities) used to support these programs from the following sources:

Sources:	Percentages:
Regular public (state) support (if a public-supported institution)	_____
Special state support	_____
Regular private support (if a private institution)	_____
Federal grant	_____
Private foundation	_____
Designated gift or endowment	_____
Local support	_____
Other	_____

* *

THANK YOU FOR YOUR ASSISTANCE.